LSBU
EST 1892

Course Specification

A. Course Information	
Final award title(s)	BSc (Hons) Operating Department Practice - Integrated Apprenticeship
Intermediate exit award title(s)	Certificate of Higher Education in Health Care Diploma of Higher Education in Health Care
UCAS Code		**Course Code(s)**	5620
Awarding Institution	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	Division of Radiography & ODP
Course Director	Rebecca Sherwood
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: please specify
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify
Length of course/start and finish dates	

Mode	Length years	Start - month	Finish - month
Part time with placement	3	September	August

Is this course suitable for students on a Tier 4 visa?	**No**

Approval dates:	Course(s) validation date	March 2022
	Course specification last updated and signed off	September 2023

Professional, Statutory & Regulatory Body accreditation	College of Operating Department Practice (CODP) HCPC Approval Institute of Apprenticeship (IoA)
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	st0582_operating_department_practitioner_l6_epa_for-publication_22062023.pdf (instituteforapprenticeships.org)

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	Department Practitioner Integrated Degree Apprenticeship standard 2023 (Ref: ST0582 V1.2) QAA Quality Code for Higher Education 2018

		Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021
B. Course Aims and Features		
Distinctive features of course		The distinctive features of the BSc (Hons) Operating Department Practice Degree Apprenticeship programme include: • meeting the requirements of the Operating Department Practitioner Integrated Degree Apprenticeship standard 2023 V1.2 (Ref: ST0582) • meeting the HCPC Standards of Proficiency (2022) and HCPC Standards of Education and Training (2017), and enable successful apprentices to be eligible to apply for registration with the Health Care Professions Council. • equipping individuals with the knowledge, skills and behaviours required for eligibility to apply for registration with the Health and Care Professions Council as an Operating Department Practitioner This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.
Course Aims		The aims of the programme are to: • develop the knowledge, skills and behaviours as Operating Department practice student identified by the Institute of Apprenticeship standard ST0582 • ensure that the graduating ODP apprentice achieves the competencies for registration as an Operating Department Practitioner and equipped with the knowledge, skills and behaviours required to undertake the role of practitioner on qualification. • develop confident, competent and reflective practitioners who practice compassionately, skillfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients, within the multidisciplinary peri-operative team. • develop a graduate Operating Department Practitioner who is a critical consumer of research and evidence, with an ability to apply such evidence to the practice environment for the benefit of the service user • foster independence in learning and commitment to continued professional development and lifelong learning. • develop in the graduating apprentice the qualities and transferable skills necessary for employment
Course Learning Outcomes		Apprentices will acquire the knowledge, skills and behaviours to be able to undertake the following duties as outlined by the IoA (ST0582 V1.2) **Duty 1** Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession. **Duty 2** Look after own health and wellbeing, seeking appropriate support where necessary.

	Duty 3 Practise as an autonomous professional, exercising professional judgement.
	Duty 4 Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality and diversity.
	Duty 5 Communicate effectively, maintaining confidentiality and records appropriately.
	Duty 6 Work appropriately with others.
	Duty 7 Reflect on, review and assure the quality of own practice.
	Duty 8 Draw on appropriate knowledge and skills to inform practice and apply the key concepts of the knowledge base relevant to the profession.
	Duty 9 Establish and maintain a safe practice environment.
	Duty 10 Promote public health and prevent ill health.

Knowledge

K1: The importance of continuing professional development throughout own career.

K2: The importance of safeguarding, signs of abuse and the relevant safeguarding processes.

K3: What is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics.

K4: The importance of valid consent.

K5: That relationships with service users, carers and others should be based on mutual respect and trust.

K6: The importance of capacity in the context of delivering care and treatment.

K7: The scope of a professional duty of care.

K8: Legislation, policies and guidance relevant to own profession and scope of practice.

K9: The complexity of caring for vulnerable persons in perioperative and other healthcare settings, and the need to adapt care as necessary.

K10: The importance of own mental and physical health and wellbeing strategies in maintaining fitness to practise.

K11: How to take appropriate action if own health may affect own ability to practise safely and effectively, including seeking help and support when necessary.

K12: The need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice.

K13: Equality legislation and how to apply it to own practice.

K14: The duty to make reasonable adjustments in practice.

K15: The characteristics and consequences of barriers to inclusion, including for socially isolated groups.

K16: That regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards and across all areas of practice.

K17: When disclosure of confidential information may be required.

K18: The principles of information and data governance and the safe and effective use of health, social care and other relevant information.

	K19: The need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support, such as interpreters or translators.
	K20: That the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms.
	K21: The characteristics and consequences of verbal and non-verbal communication and how these can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.
	K22: The need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter.
	K23: The need to provide service users or people acting on own behalf with the information necessary in accessible formats to enable them to make informed decisions.
	K24: The principles and practices of other health and care professionals and systems and how they interact with own profession.
	K25: The need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team.
	K26: The qualities, behaviours and benefits of leadership.
	K27: That leadership is a skill all professionals can demonstrate.
	K28: The need to engage service users and carers in planning and evaluating diagnostics, and therapeutic interventions to meet their needs and goals.
	K29: Psychological and sociological principles to maintain effective relationships.
	K30: The value of reflective practice and the need to record the outcome of such reflection to support continuous improvement.
	K31: The value of multi-disciplinary reviews, case conferences and other methods of review.
	K32: The value of gathering and using data for quality assurance and improvement programmes.
	K33: The structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession.
	K34: The principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.
	K35: The roles of other professions in health and social care and how they may relate to the role of the operating department practitioner.
	K36: The structure and function of health and social care system and services in the UK.
	K37: Disease and trauma processes, and how to apply this knowledge to the service user's perioperative care.
	K38: The main sequential stages of human development, including cognitive, emotional and social measures of maturation through the lifespan.
	K39: The theoretical basis of, and the variety of approaches to, assessment and intervention.
	K40: Relevant physiological parameters and how to interpret changes from the norm.

	K41: The principles of operating department practice and their application to perioperative and other healthcare settings.
	K42: How to order, store and issue drugs to service users safely and effectively.
	K43: The pharmacokinetic and pharmacodynamic effects and contraindications of drugs used.
	K44: Safe and current practice in a range of medical devices used for diagnostic, monitoring or therapeutic purposes in accordance with national and local guidelines, appropriate to their practice.
	K45: The principles and practices of the management of clinical emergencies.
	K46: A range of research methodologies relevant to own role.
	K47: The value of research to the critical evaluation of practice.
	K48: Service users' elimination needs.
	K49: The role of the surgical first assistant in assisting with surgical intervention.
	K50: The management and processes involved in the administration of blood and blood products.
	K51: The need to monitor the effects of drugs.
	K52: Common abnormal blood physiology, including blood gas analysis.
	K53: The principles of life support.
	K54: The need to maintain the safety of themself and others, including service users, carers and colleagues.
	K55: Relevant health and safety legislation and local operational procedures and policies.
	K56: The impact of human factors within relevant settings and the implications for service user safety.
	K57: The nature and purpose of sterile fields, and the practitioner's individual role and responsibility for maintaining them.
	K58: Appropriate moving and handling techniques.
	K59: Principles of safe use of medical devices used in perioperative, anaesthetic, surgical and post-anaesthesia care.
	K60: The role of the profession in health promotion, health education and preventing ill health.
	K61: How social, economic and environmental factors, wider determinants of health, can influence a person's health and well-being.
	Skills
	S1: Identify the limits of own practice and when to seek advice or refer to another professional or service
	S2: Manage own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment
	S3: Keep own skills and knowledge up to date
	S4: Maintain high standards of personal and professional conduct
	S5: Engage in safeguarding processes where necessary
	S6: Promote and protect the service user's interests at all times
	S7: Respect and uphold the rights, dignity, values, and autonomy of service users, including own role in the assessment, diagnostic, treatment and / or therapeutic process

S8: Maintain high standards of care in all circumstances

S9: Obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented

S10: Exercise a duty of care

S11: Apply legislation, policies and guidance relevant to own profession and scope of practice

S12: Recognise the power imbalance which comes with being a health care professional, and ensure it is not for personal gain

S13: Practise in accordance with relevant medicines legislation

S14: Identify own anxiety and stress and recognise the potential impact on own practice

S15: Develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment

S16: Recognise that they are personally responsible for, and must be able to, justify their decisions and actions

S17: Use own skills, knowledge and experience, and the information available, to make informed decisions and / or take action where necessary

S18: Make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

S19: Make and receive appropriate referrals, where necessary

S20: Exercise personal initiative

S21: Demonstrate a logical and systematic approach to problem solving

S22: Use research, reasoning and problem solving skills when determining appropriate actions

S23: Respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences

S24: Recognise the potential impact of own values, beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity

S25: Make and support reasonable adjustments in owns and others' practice

S26: Actively challenge barriers to inclusion, supporting the implementation of change wherever possible

S27: Adhere to the professional duty of confidentiality

S28: Respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and / or the wider public and recognise situations where it is necessary to share information to safeguard service users, carers and / or the wider public

S29: Use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others

S30: Communicate in English to the required standard for the profession

	S31: Work with service users and / or own carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate
	S32: Modify own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible
	S33: Use information, communication and digital technologies appropriate to own practice
	S34: Use effective communication skills when sharing information about service users with other members of the multidisciplinary team
	S35: Use effective communication skills in the reception and identification of service users, and in the transfer of service users to the care of others
	S36: Keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines
	S37: Manage records and all other information in accordance with applicable legislation, protocols and guidelines
	S38: Use digital record keeping tools, where required
	S39: Work in partnership with service users, carers, colleagues and others
	S40: Contribute effectively to work undertaken as part of a multi-disciplinary team
	S41: Identify anxiety and stress in service users, carers and colleagues, adapting own practice and providing support where appropriate
	S42: Identify own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion
	S43: Demonstrate leadership behaviours appropriate to own practice
	S44: Act as a role model for others
	S45: Promote and engage in the learning of others
	S46: Apply psychological and sociological principles to maintain effective relationships
	S47: Participate in team briefings and debriefings following treatment, procedures or interventions
	S48: Engage in evidence-based practice
	S49: Gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to own care
	S50: Monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement
	S51: Participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures
	S52: Evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary
	S53: Calculate accurately prescribed drug dosages for individual service user needs
	S54: Participate as part of a team managing a clinical emergency, where necessary

	S55: Change own practice as needed to take account of new developments, technologies and changing contexts **S56**: Gather appropriate information **S57**: Analyse and critically evaluate the information collected **S58**: Select and use appropriate assessment techniques and equipment **S59**: Undertake and record a thorough, sensitive, and detailed assessment **S60**: Undertake or arrange investigations as appropriate **S61**: Conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively **S62**: Critically evaluate research and other evidence to inform own practice **S63**: Engage service users in research as appropriate **S64**: Undertake all sex urinary catheterisation **S65**: Undertake appropriate pre-assessment, anaesthetic, surgical and post-anaesthesia care interventions, including managing the service user's airway, respiration and circulation and providing assisted ventilation where necessary **S66**: Monitor and record fluid balance, and where appropriate, administer prescribed fluids in accordance with national and local guidelines **S67**: Prepare and administer drugs to service users via a range of routes, including oral, rectal, topical and by intramuscular, subcutaneous and intravenous injection **S68**: Take appropriate action in response to any significant change or adverse reaction in response to the effects of drugs **S69**: Undertake venepuncture, peripheral IV cannulation and blood sampling **S70**: Assess and monitor the service user's pain status and as appropriate administer prescribed pain relief in accordance with national and local guidelines **S71**: Modify and adapt practice to emergency situation **S72**: Undertake the management of a service user in cardiac arrest and participate in the team managing on-going resuscitation, where required **S73**: Receive and identify service users and their care needs **S74**: Participate in the briefing and debriefing of perioperative teams and the use of surgical safety checklists **S75**: Formulate specific and appropriate care plans including the setting of timescales **S76**: Effectively gather information relevant to the care of service users in a range of emotional states **S77**: Adapt and apply problem solving skills to clinical emergencies **S78**: Demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies **S79**: Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation **S80**: Select appropriate personal protective equipment and use it correctly

S81: Establish safe environments for practice, which appropriately manages risk

S82: Promote and comply with measures designed to control infection

S83: Apply appropriate moving and handling techniques

S84: Position service users for safe and effective interventions

S85: Ensure the safe use of medical devices used in perioperative, anaesthetic, surgical and post-anaesthesia care

S86: Empower and enable individuals (including service users and colleagues) to play a part in managing own health

S87: Engage in occupational health, including being aware of immunisation requirements.

Behaviours

B1: Open, honest, courteous and professional

B2: Caring, compassionate, confident, courageous and committed

B3: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

Curriculum map

A. Students will acquire knowledge and understanding of the:

A1   philosophy underpinning the development of the profession of Operating Department Practice

A2   role of the ODP in the care of patients undergoing peri-operative procedures

A3   importance of appropriate interpersonal and communication skills in the support of the patient undergoing anaesthetic or surgical procedures

A4   interaction between professional roles in the peri-operative care team, and the issues surrounding responsibility and accountability within and across those roles

A5   structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to surgical and anaesthetic procedures

A6   disorders of the human condition which may require surgical attention, or which may impact on the surgical or anaesthetic procedure

A7   physiology and pathophysiology related to normal parameters, deviations from the normal ranges, and therapeutic measures which may be undertaken in order to preserve homeostasis in patients undergoing surgical or anaesthetic procedures, or in the immediate post-operative care setting.

A8   health and safety policies pertaining to the theatre environment

A9   infection Control policies and procedures pertaining to the theatre environment

A10   human factors and non-technical skills associated with the operating department

A11   medico-legal and ethical issues relevant to the context of peri-operative care and the support of the peri-operative patient

A12   clinical skills and knowledge required by the role of the ODP

working in surgery, anaesthesia, post anaesthesia and critical care

A13   Pharmacology specific to the peri-operative environment, including mode of action, indications and contraindications, side effects and dosages of common peri-operative drug groups

A14   Drug calculations relevant to common per-operative drugs and intravenous infusion regimes

A15   principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

A16   current developments and trends in the science and practice of Operating Department care

A17   concept of leadership and its application to practice

B. Students will develop their intellectual skills such that they are able to:

B1   communicate effectively and sensitively across all professional and social boundaries, in challenging or potentially delicate circumstances

B2   identify analyse and challenge personal beliefs, values and feelings about peri- operative care

B3   evaluate own strengths and weaknesses, and accept accountability for own actions and decisions within prescribed role.

B4   present information and arguments logically and coherently to a range of individuals or groups

B5   critically evaluate and reflect on clinical practice against theoretical constructs

B6   critically review research designs and methods which are used to generate evidence in peri-operative care

B7   analyse and process data accurately, in order to conduct treatment preparation procedures and deliver peri-operative care efficiently and effectively

B8   demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods, in order to defend autonomous clinical decisions within the multi-disciplinary team

B9   recognise the value of research to the critical evaluation of peri-operative practice.

B10   engage in the underlying principles of supervision.

B11   engage in the principles of self-managed lifelong learning.

C. Students will acquire and develop practical skills such that they are able to:

C1   observe health and safety requirements, infection control practices and Standard Precautions in all areas of role

C2   support medical staff in the induction and maintenance of anaesthetic care across a range of specialisms and patient groups, observing the safety of the patient at all times

	C3 support medical staff in surgical procedures, both in 'scrubbed' and 'non scrubbed' roles, across a range of specialisms, observing safe practice and high levels of patient care
	C4 support patients through recovery from anaesthesia, observing safe practice and high levels of patient care
	C5 support patients through all aspects of short stay / ambulatory care procedures including pre-admission assessment and step-down/discharge
	C6 consistently demonstrate skills in communication, information giving and developing therapeutic relationships.
	C7 assess patients' peri-operative care needs, and prepare individual care plans according to those needs
	C8 assist in the administration of prescribed drugs to patients, by specified routes, according to recognised protocols and local policy
	C9 identify and respond appropriately to a range of clinical emergencies
	C10 demonstrate advanced clinical skills in support of the peri-operative patient
	C11 practise within the legal and ethical boundaries of Operating Department Practice
	C12 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding.
	C13 apply effective moving and handling skills in order to protect patients and self
	C14 manage their continuing professional development.
	C15 practise as an autonomous professional, exercising their own professional judgement within their scope of knowledge.

D. Students will acquire and develop transferable skills such that they are able to:

D1   communicate effectively in both an inter and intra professional setting.

D2   work effectively with others and perform as an effective member of an interdisciplinary team.

D3   apply numeracy skills accurately and effectively

D4   use information and communications technology effectively, both in the practical situation and as a learning resource.

D5   learn independently in familiar and unfamiliar situations with an open-mind and in the spirit of critical enquiry

D6   interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately

D7   identify and present material and the evidence base to support a reasoned argument.

D8   critically reflect on practice / subject area using research evidence ensuring an evidence-based approach to the professional role.

D9   be accountable for their actions

D10   practise in a non-discriminatory manner

	D11	meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences.

C. Teaching and Learning Strategy

- Module co-ordinators provide material on-line and are encouraged to explore the use of on- line technologies that provide virtual teaching and assessment environments
- Lectures will be used to introduce and provide new information and update existing knowledge
- Seminars and discussions to share varied ideas amongst apprentices
- Tutorials with individuals and groups
- Formative assessments
- Skills lab workshops to prepare apprentices for clinical placements
- Critical incident analysis to reflect upon practice based issues
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group exercises
- Online group work and e-learning strategies

Apprentices can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

- Lectures
- Seminars
- Enquiry based learning
- Tutorials
- Formative assessments
- E-forums and discussions
- Problem solving
- Observation and demonstration of practices within clinical placements
- Reflection

Practical skills are normally developed through practical skills based sessions using Sim-man software, skills labs, problem based approaches and clinical placements.

- Workshops / role play / simulation
- Clinical Skill laboratory demonstration and practice sessions
- Observation and demonstration of practices within clinical placements
- Enquiry based learning
- Tutorials
- Lectures
- Seminars
- Clinical education
- Tutorials within clinical placements
- Formative assessments
- Independent reading / learning
  E-learning will be incorporated as a teaching and learning strategy throughout.

D. Assessment

A variety of assessment methods are used to assess transferable skills.

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- Written Clinical Portfolio
- Clinical Competency Portfolio
- Design and production of surgical information leaflet
- Presentation

A variety of assessment methods are used to assess practical skills.
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- OSCEs
- Achievement of identified competencies related to field of practice at designated level
- practice learning portfolio
- Reflective care study

Intellectual skills are assessed through unseen written assessments, written coursework and clinical portfolio.

- Written Examination:
- Written Assignment:
- Objective Structured Clinical Examination
- Written Clinical Portfolio
- Clinical Competency Portfolio
- Presentation
- On-line quizzes

E. Academic Regulations

The University's Academic Regulations apply for this course: LSBU Academic Regulations

1.0   Compensation

The schools follows the university regulations apart from:
- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

2.0   Third Attempts

Students/Apprentices will not be eligible for an application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care apprenticeship course.

F. Entry Requirements

An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

The admission and selection procedures outlined are based on the following principles:
- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance

- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of a joint interview with the employer and HEI.
2. Occupational Health clearance (confirmed from employer)
3. Satisfactory outcome of an Enhanced Criminal Records Bureau Disclosure
4. Completion of apprenticeship pre-course documentation / contract.

Potential apprentices may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the Course Director and Admission Tutor.

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential apprentices is an important consideration.

All applicants must have the following:

- 5 GCSEs A-C including Maths, Science and English or equivalent (reformed GCSEs grade 4 or above), or equivalent in functional/key skills.
- Evidence of study within the last 3 years.
- The care certificate must be completed before the commencement of the HEI taught component of the apprenticeship. Candidates will be expected to be up to date with all their Trust's mandatory training requirements including basic life support and manual handling.
- Candidates must be at least 18 years old upon commencement of the programme.
- Offers are also subject to a satisfactory joint interview with the employer and HEI, and completion of apprenticeship pre-course documentation.

Additional Entry Requirements:

- 3 A-Levels at grades BBC
  or
- BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (DMM)
  or
- Access to HE course in Science or Health Studies with 45 credits at L3 (minimum 15 at distinction and 30 at merit grade) and 15 credits at L2
  or
- a Foundation degree/higher apprenticeship in a professionally relevant subject
  or
- an Honours degree (minimum 2:2 Classification) in a subject related to health, for example, psychology, sociology, biology, health sciences.
  or
- Equivalent level 3 qualifications worth 112 UCAS points

Alternatively: for those candidates who do not meet 112 UCAS points, applications will be considered who have **both** of the following:

- An appropriate Level 3 qualification e.g. Senior Healthcare Support Worker/Theatre Apprenticeship or NVQ level 3 in Health and Social Care.

and

- 20 credits at level 4.

For candidates whose first language is not English, must have the following minimum International English Language Test Score (IELTS) results at the time of applying:

- 7.0 overall or equivalent
- 7.0 in the listening and reading sections
- 7.0 in the writing and speaking sections.

Application is direct to the University.

G. Course structure(s)

Course overview

BSc (Hons) Operating Department Practice Degree Integrated Apprenticeship – **Part time**

Apprenticeship structure:

The BSc (Hons) Operating Department Practice Integrated Apprenticeship degree is a 3-year part-time course running from September to August each academic year. From September to June apprentices undertake weekly university study blocks with intervening placements in the clinical area between ~4-6 weeks in length. From June-August, apprentices undertake ~ 8 week work-based learning within their trusts to complete their summer portfolios.

Study Year	Semester 1 (Sept – Jan)	Semester 2 (Jan – Jun)	Summer (Jun – Aug)	Credits
First year (1-12 months)	LSBU and work-based learning	LSBU and work-based learning	Work-based learning (reflective portfolio)	**120 credits**
Second Year (13-24 months)	LSBU and work-based learning	LSBU and work-based learning	Work-based learning (reflective portfolio)	**120 credits**
Third Year (25-36 months)	LSBU and work-based learning	LSBU and work-based learning	Work-based learning (reflective portfolio)	**120 credits +EPA sign off.**
				360 credits for award

Module Plan:

BSc (Hons) Operating Department Practice Degree (Integrated Apprenticeship)	
Semester 1	Semester 2
Year 1	
Basic A & P for Peri-operative Practice – year long module (20 Credits)	
	Concepts of Interprofessional and Collaborative Practice – year long module (20 Credits)
Introduction to Peri-operative practice skills (20 credits)	Understanding Fundamental Surgery Practice (20 Credits)
Caring for individuals in the Peri-operative environment (20 Credits)	Understanding Fundamental Anaesthetic Practice (20 Credits)
Progress to year 2 Apprentices that exit the course at this point will do so with a CertHE in Health	
Year 2	
Developing ODP Skills – complex care needs (including IPL in practice) (20 Credits)	
Scope of Professional Practice for ODPs (20 credits)	Appraising Evidence for Research Informed Practice (20 Credits)
Ambulatory Care/ Day Surgery Practice Skills (20 credits)	Post Anaesthesia Care Skills (20 credits)
Applied A&P for Peri-operative Practice (20 credits)	
Progress to year 3 Apprentices that exit the course at this point will do so with a DipHE in Health	
Year 3	
Improving quality, change management and leadership IPL Module (20 Credits)	
Preparation for Advanced Perioperative Practice (40 credits)	
	Contemporary issues in Peri-operative Practice EBP (20 credits)
Pathophysiology and Pharmacology for Peri-operative Practice (20 credits)	Enhanced Recovery and Emergency Care in Theatres (20 credits)

	Gateway criteria achieved end-point assessment (EPA) sign-off			
	Award			

All modules are compulsory

	Semester 1		Semester 2	
	Basic A & P for Peri-operative Practice			20 credits
			Concepts of Interprofessional and Collaborative Practice	20 credits
	Introduction to Peri-operative practice skills	20 credits	Understanding Fundamental Surgery Practice	20 credits
	Caring for individuals in the Peri-operative environment	20 credits	Understanding Fundamental Anaesthetic Practice	20 credits
	Developing ODP Skills – complex care needs			20 credits
	Scope of Professional Practice for ODPs	20 credits	Appraising Evidence for Research Informed Practice	20 credits
	Ambulatory Care/ Day Surgery Practice Skills	20 credits	Post Anaesthesia Care Skills	20 credits
	Applied A&P for Peri-operative Practice	20 credits		
Level 6	Improving quality, change management and leadership			20 credits
	Preparation for Advanced Perioperative Practice			40 credits
	Pathophysiology and Pharmacology for Peri-operative Practice	20 credits	Contemporary issues in Peri-operative Practice EBP	20 credits
			Enhanced Recovery and Emergency Care in Theatres	20 credits

Placements information

Work Experience

Apprentices must demonstrate competence in all skills, knowledge, and behaviours, as defined by the integrated Degree Apprenticeship Standard. In order to successfully complete the award apprentices must also evidence a **minimum of 20% of their time in 'off the job training' activities**, this can be achieved in a variety of ways; attending lectures, seminars/workshops, tutorials, skills-lab sessions, e-learning, blended learning and self-managed learning.

The Operating Department Practice programme has links with a number of NHS Trusts including:

- Barking Havering and Redbridge University Hospitals NHS Trust
- Barts Health NHS Trust
- King's College Hospital NHS Foundation Trust
- University College London Hospitals NHS Foundation Trust
- Great Ormond Street Hospital for Children NHS Foundation Trust
- Guy's and St Thomas' NHS Foundation Trust
- Lewisham and Greenwich NHS Trust
- Royal Marsden NHS Foundation Trust
- Chelsea and Westminster Hospital NHS Foundation Trust
- St George's Healthcare NHS Trust
- Epsom and St Helier University Hospitals NHS Trust

Apprentices will usually be expected to gain their full work experience at their employing trust. Occasionally more than one trust may form a reciprocal arrangement to ensure the apprentices can work in all the required specialities. In these instances, the employing trust is responsible for ensuring that all required learning opportunities are arranged. Required work experience is as follows:

1) Day Surgery – including pre-admissions, pre-assessment, and step-down / discharge areas.
2) General Surgery – to include exposure to open complex cases (laparotomies and/or thoracotomies)
3) Trauma / Emergency / Orthopaedic trauma
4) Shared airway procedures – ENT
5) Obstetrics
6) Anaesthetic specialist area (e.g. Paediatrics, thoracic, neurosurgical, bariatric)
7) During their training, apprentices should be exposed to patients of varied acuity from a range of specialties in anaesthetic, surgical and recovery areas. Recovery should include some exposure to more advanced recovery areas such as overnight recovery, neurosurgical, cardiothoracic recovery, or an HDU or ITU area.

The university programme is based on a 3-year model, taking 36 months to complete. Apprentices undertake work-based clinical placements interspersed with attendance at university study blocks, and complete the corresponding assessments during semester's 1 and 2 of each academic year (September-June), including the required practice hours (800 first year, 850 second year, and 850 third year). Then during the summer months (June-Aug), apprentices undertake further work-based learning and additional practice hours according to their level; surgery and anaesthetic placements during year 1, surgical, anaesthetic and recovery placements during year 2, and advanced placements during year 3. Throughout the summer, apprentices will be required to complete reflective learning logs for all placements undertaken and utilise feedback received from their mentors/practice supervisors to identify additional areas for development.

Apprentice's will be expected to record the following hours in each year from September to June (800 hours in the 1st year, 850 hours in the 2nd year and 850 hours in the 3rd year). In order to achieve this, apprentices are expected to gain an average of 37.5 hours each week (which includes 5 hours allocated study time). Shift patterns vary, but generally speaking apprentices will be required to work fairly regular and straightforward hours with very little shift work, but it is expected that apprentices should try to follow local patterns of work, within reason, in order to make the best use of their time

and get the best from practice experiences. Meal breaks and tea breaks are negotiated with the practice area, but it is expected that apprentices are given at least a half hour meal break with discretionary tea-breaks during any 7.5 / 8hr shift.

A typical weekly rota might be as follows:

Day	Start	Finish	Hours
Monday	08:00	17:00	8.5
Tuesday	08:00	16.30	8.0
Wednesday	08:00	16:30	8.0
Thursday	08:00	16:30	8.0
Friday	08:00	13.00	5 (study)
Total Practice Hrs for Week			37.5 hrs

In addition, apprentices will undertake supernumerary clinical placements over the summer months with completion of a reflective portfolio. It is expected that there will be slight variation in completed hours in the summer due to variations in apprentice annual leave entitlement, but is expected to be ~ 9 weeks x 37.5 hours = 337.5 placement hours (June-August), and ~ 2 weeks annual leave.

In order to achieve the BSc (Hons) Operating department Practice Integrated Apprenticeship Degree, three gateway criteria must be evidenced for EPA sign-off, apprentices will have to evidence:
1. Attainment of 360 credits for the award.
2. Completion of 36 months training (including 3 summer portfolio logs for each year of training).
3. Evidence of a minimum of 20% of their time in 'off the job training' activities.

H. Course Modules

All modules are compulsory

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_4_010	Concepts of Interprofessional Practice in Health and Social Care	4	2	20	Workbook 100%
ODP_4_007	Basic Anatomy & Physiology for Peri-operative Practice	4	1+2	20	2 hr unseen examination 100%
ODP_4_008	Introduction to Peri-operative Practice Skills	4	1	20	Clinical competency portfolio p/f 2 hr unseen examination
ODP_4_009	Caring for Individuals in the Peri-Operative Environment	4	1	20	Assignment 3000 words 100%
ODP_4_010	Understanding Fundamental Surgical Practice	4	2	20	Production of an information leaflet 100% Clinical competency portfolio p/f
ODP_4_011	Understanding Fundamental Anaesthetic Practice	4	2	20	2000 word essay 100% Clinical competency portfolio p/f
	Summer portfolio Year 1	4	Summer	0	Reflective portfolio p/f
AHP_5_010	Appraising Evidence for Research Informed Practice	5	2	20	3000 word essay 100%
ODP_5_007	Developing Operating Department Practice Skills - Complex Care	5	1+2	20	Clinical competency portfolio p/f IPL Competency portfolio p/f
ODP_5_008	Ambulatory Care / Day Surgery Practice Skills	5	1	20	Clinical competency portfolio p/f OSCE 100%
ODP_5_009	Applied Anatomy and Physiology for Peri-operative Practice	5	1	20	2 hr unseen examination 100%
ODP_5_010	Post Anaesthesia Care Skills	5	2	20	25 min Case Study Presentation 100% Clinical competency portfolio p/f

ODP_5_011	Scope of Professional Practice for ODP	5	1	20	3000 word literature review 100%
	Summer Portfolio Year 2	5	Summer	0	Reflective portfolio p/f
AHP_6_010	Improving Quality, Change Management and Leadership	6	1+2	20	3000 word change proposal report **or** academic poster 100%
ODP_6_006	Preparation for Advanced Perioperative Practice	6	1+2	40	Clinical competency portfolio p/f (specialist anaesthetic) Clinical competency portfolio p/f (advanced care and leadership)
ODP_6_009	Pathophysiology and Pharmacology for Perioperative Practice	6	1	20	2 hr unseen examination 100%
ODP_6_010	Contemporary Issues in Peri-operative Practice - EBP	6	2	20	3000 word Literature review 100%
ODP_6_011	Enhanced Recovery and Emergency Care in Theatres	6	2	20	2 hr unseen exam.100% 30-minute drug calculation exam (online) p/f Clinical competency portfolio p/f
	Summer Portfolio Year 3	6	Summer	0	Reflective portfolio p/f

I.   Timetable information

The structure of the curriculum ensures that practice skills are well integrated throughout the programme. Teaching and placement weeks run from September to June in each academic year, with consolidation weeks during the summer. During academic weeks, teaching is not usually scheduled on Wednesday afternoons, to allow for participation in university sports, clubs and other social events.

Prior to the apprentices' first clinical allocation, in a pre-clinical academic block, they are briefed about the practice environment by the academic team. All of the University based teaching and learning during the first four weeks of the course, before the apprentice goes into the practice placement, is focused on the principles of practice, including both theory and skills-based sessions, to prepare the apprentice for their first practice allocation. Apprentices will therefore be able to understand the underpinning principles of peri-operative patient care before they are introduced to the practice environment. During this four-week introduction there are opportunities for apprentices to attend 'induction days' at their Trust where they can be assured orientation to the practice environment. At this time they are given the details of their allocations and an opportunity to ask questions or resolve concerns. At the commencement of their first clinical allocation block apprentices are introduced to the clinical team and inducted to the department as appropriate, by the Practice educator and senior members of the clinical staff. Timetables for the academic year are provided to the apprentices and practice educators before the year commences. Practice educators are required to provide the apprentice and the university with an allocation plan for each apprentice at the start of the year, so that there is clear understanding between all parties that each allocation is both timely and relevant to the individual apprentice.

J. Costs and financial support

Course related costs

There are no further compulsory course costs outside the University Course Fees. Apprentices are provided with recommended reading lists for every module. Core materials are available as either hard copies within the LSBU libraries and/or as e-books, as well as e-learning materials. However, apprentices may choose to purchase their own copies of a limited number of core course texts for convenience, and the teaching team can provide guidance on this.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

	Concepts of Inter-professional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Caring for Individuals in the peri-op env	Understanding fundamental Anaes Skills	Understanding Fundamental Surg skills	Appraising Evidence Base for ODP	Applied A&P	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of prof practice for ODPs	Improving quality, change management and leadership	Preparation for Advanced Perioperative Practice	Pathophysiology and Pharmacology	Contemporary issues in Peri-operative Practice	Enhanced recovery and Emergency Care
A1		T		T	T	T			D	D	D	TDA	TDA	DA		TDA	
A2		T		T	TA	TA	DA		DA	DA	TDA	DA		TDA			TDA
A3	T	T		TDA	DA	DA			DA	DA	DA			TDA			DA
A4	TDA	TA		DA	DA	DA	TDA		DA	DA	DA	DA	TDA	DA		DA	DA
A5		T	TDA					TDA	DA	DA	DA			DA	TDA		TDA
A6			TA	DA	DA	DA		TDA	DA	DA	DA			DA	TDA		DA
A7		T	TA		DA			TDA	DA	DA	DA			DA	TDA		DA
A8		TDA			DA	DA			DA	DA	DA			DA			DA
A9		TDA			DA	DA			DA	DA	DA			DA			DA
A10		T		TD	D	D			DA	DA	DA	D	DA	DA			DA
A11		TD		DA						A	DA	TDA		DA	DA	DA	A
A12		TA			TA	TA					TDA			TDA			DA
A13			TA		TA		TA		DA	DA	TDA			TDA	TDA		TDA
A14		TA						TA			TA			TA	TA		TA
A15	T			TD			TDA					TDA	TDA			TDA	
A16					T	T			T	D	D			D		TDA	
A17												TD	TDA	DA			DA
B1	T	T		TD	DA	DA	D		DA	DA	DA		TDA	DA		D	DA
B2				TDA	DA	DA	D			DA	DA		DA	DA			DA

	Concepts of Inter-profesional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Caring for Individuals in the peri-op env	Understanding fundamental Anaes Skills	Understanding Fundamental Surg skills	Appraising Evidence Base for ODP	Applied A&P	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of prof practice for ODPs	Improving quality, change management and leadership	Preparation for Advanced Perioperative Practice	Pathophysiology and Pharmacology	Contemporary issues in Peri-operative Practice	Enhanced recovery and Emergency Care
B3	TA			T	DA	DA	D			DA	DA		DA	DA			DA
B4	T		DA	D			DA					DA	DA	DA		DA	
B5	T	T	DA	DA	TDA	TDA	DA	DA	DA	DA	DA		TDA	DA		DA	
B6							TDA						DA	DA	DA	DA	D
B7							TDA		DA	DA	DA		TDA	DA	DA	DA	DA
B8														TDA	TDA		TDA
B9							TDA		DA	DA	DA	DA	TDA	DA	DA	TDA	DA
B10														TDA	TDA		
B11	T			T			TD					TDA		TDA		TDA	TD
C1		TD			DA	DA				A	A			DA			DA
C2				TA						DA	TA			DA			DA
C3		TA				TA				DA	TA			DA			
C4											TDA			TDA			TDA
C5		T							TDA					DA			
C6	T	T		TD	DA	DA			TDA	DA	TDA		DA	DA			DA
C7				TA						DA	DA			DA			
C8											TA			DA	TDA		
C9		T								D	DA			D			TDA
C10														TDA	DA		TDA
C11	T	T		T	TA	TA			DA	DA	DA	TDA	D	DA		DA	DA
C12									TDA	TDA	TDA			DA	DA		TDA
C13		T			DA	DA			DA	DA	DA			DA			
C14	T						TD		D	D	D	TDA	TDA	D		D	D
C15														TDA	DA		DA

	Concepts of Inter-professional and Collaborative Practice	Introduction to Peri-operative practice skills	Basic A&P for Peri-operative Practice	Caring for Individuals in the peri-op env	Understanding fundamental Anaes Skills	Understanding Fundamental Surg skills	Appraising Evidence Base for ODP	Applied A&P	Ambulatory Care Practice Skills	Developing skills-complex care needs	Post anaesthesia Care	Scope of prof practice for ODPs	Improving quality, change management and leadership	Preparation for Advanced Perioperative Practice	Pathophysiology and Pharmacology	Contemporary issues in Peri-operative Practice	Enhanced recovery and Emergency Care
D1	T	T		T	DA	DA				DA	DA	DA	DA	DA	A	A	DA
D2	TDA	D		DA	DA	DA	TDA		DA	DA	DA	D	TDA	DA			A	DA
D3		TA						TA			TA			TA	TA		TA
D4	TA	TA	TA				TD		A	A		DA	DA	A		DA	
D5	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
D6	T	TD		D	DA	DA	TDA		DA	DA	DA		DA	DA	DA	DA	DA
D7		T		TD			TDA		D	D	D	DA	TDA			DA	
D8	TA			TA	DA	DA	DA		D	D	D	DA	DA	DA			
D9	T	T		T	TDA	TDA			DA	DA	DA	TDA		DA			DA
D10	TDA	TDA		TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA
D11				TDA					DA	DA	DA			TDA			DA

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	This is achieved by practice representatives attending meetings held quarterly at LSBU in order to gain their feedback into the management and design of different aspects of the course. In addition, the course has strong links with clinical colleagues from a number of placement areas who undertake regular module teaching in most of the modules across all three years.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	Aspects of teaching academic preparedness is integrated into all modules at level 4 but particularly so in: AHP_4_010; ODP_4_009 (dedicated sessions on essay writing, referencing and reflection); ODP_4_010; ODP_4_011.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at	All modules at level 4 involve group work to varying degrees. In AHP_4_010 apprentices are allocated to multi-disciplinary learning sets, and in ODP_4_009 students from diverse placement hospitals are placed into learning groups to enhance inclusivity.

	level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	**Accessible materials, resources and activities** All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All course teaching materials and resources follow university guidelines to enable equal access and inclusivity.
Assessment *for* learning	**Assessment and feedback to support attainment, progression and retention** Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	All course modules have formative assessments designed to assist apprentices directly with their summative assessments. Feedback on formative assessments allows apprentices to improve their work before summative submission and also allows them to develop transferable academic skills, which they can then apply to subsequent modules. In doing so lecturers motivate apprentices to continually develop these skills in order to achieve their full potential, whatever their level of ability.
High impact pedagogies	**Research and enquiry experiences** Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended	The Operating Department Practice course does not include an undergraduate dissertation. However, the course does include a number of modules which incorporate activities requiring apprentices to undertake independent enquiry / research. Examples include: ODP_4_010 (apprentices research aspects of practice and then present their findings back to the class via group presentations). AHP_5_010 allows apprentices to

	problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	understand research processes and appraise research. In ODP_5_011 apprentices undertake a literature review and they also have an option of undertaking a further literature review in ODP_6_010.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	A minimum of 60% of the course time is dedicated to workplace teaching, practice, and assessment in a range of specialities within the clinical setting. As part of practice assessment, mentors set apprentices diverse learning activities and assess these as part of competency sign-off. In addition, practice representatives are consulted on the competencies that apprentices are expected to achieve. This ensures that skills being taught and assessed are relevant, up to date, meet the needs of healthcare providers and are achievable. To support this, apprentices are also exposed to simulated patient /workplace scenarios in university skills labs in all years of the course, and in the 3rd year this also forms part of their module assessments.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	The teaching team ensure that all their teaching, and learning materials and case studies utalise examples from a broad range of cultural and social views reflecting diversity of the apprentice cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This principle is incorporated into all modules in the 3-year programme. This is intended to represent the diversity of the patient population and health care profession and encourages apprentices to understand and apply the principles of equal opportunities and protected characteristics. Teaching and assessment demonstrates inclusivity, and apprentices are expected to apply the same

		principles to their professional practice.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	A minimum of 60% of the course time is in practice and is therefore dedicated to teaching, and assessment in a number of different clinical specialities within the clinical setting. Patient case study examples are used in a number of modules and specifically assessed in: ODP_4_009, ODP_5_008, and ODP_5_010. Once again, simulation is utilised in all 3 years of the programme.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	A diverse array of writing styles relevant to future practice and professional development is utilised in the course to enable apprentices to build their skills incrementally. Modules where examples of this can be found include writing for research AHP_5_010 and ODP_5_011 and ODP_6_010. Presentations (formative ODP_4_010) and summative (ODP_5_010), creation of a surgical information leaflet (summative ODP_4_010) and writing a project proposal in report style AHP_6_010.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>	Opportunities for development of student outcomes of inclusivity, communication and networking in

	Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	an interprofessional setting at level 5 occurs both in practice placements both as part of daily activities and in the form of specified IPL reflective exercises. It can also be seen in AHP_5_010 where groups of multi-professional apprentices are brought together to explore evidence-based research.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	A varied assessment diet is utilised in all three years of the course both formatively and summatively. Summative assessments include; traditional written essays in a variety of formats (e.g. case studies, reflections, literature reviews, information leaflets, posters, video submissions, and report writing), as well as written examinations, role-play simulations, OSCEs, and presentations. This approach provides equal opportunity for a range of apprentices from different learning backgrounds to evidence their understanding and skills in a variety of ways, whilst still continually building the skills of the complete cohort in both written and oral assessment formats.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	Modules are designed to instil in apprentices the importance of developing excellence within their professional practice. Self-appraisal and reflection is integrated into all practice assessments and career management and lifelong learning is looked at across all three years but focus is provided in ODP_5_011 which looks at the scope of professional practice for Operating Department Practitioners and provides guest speakers that have undertaken a diverse range of career directions post-qualification. AHP_6_010, ODP_6_006 and ODP_6_010 also looks at advanced and extended roles and skills, as well as developments occurring

		within healthcare and the future direction of the industry.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	At level 6 apprentices undertake a change proposal project as part of AHP_6_010. In this module students must identify an improvement that can be made in their clinical practice area. They then write a report evidencing the requirement for change, the wider context of health and social care policy legislation, initiatives, cultural influences and leadership styles, and challenges to local change management processes. They are asked to detail how the change will be implemented, proposed outcomes and effects on service users (as well as the wider MDT and other stakeholders), methods for evaluation, and suggestions on how further quality enhancement initiatives might subsequently be introduced.

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions